



Week 5 Assignment

Reflection

Throughout this course, we have discussed curriculum management and the role of the instructional leader in improving student achievement. We looked at curriculum management in terms of the TEA learning system and its components and how that system can be implemented and improved at both the district and campus level. We also discussed the importance of curriculum management planning and its relationship to educational philosophy; definitions of curriculum; descriptions of the written, taught, and tested curricula; curriculum support; and the curriculum development and implementation. In addition, we examined organizational and curriculum development theories that serve as the foundation for our work as instructional leaders.

We have aligned the content of this course to three of the Educational Leadership Constituent Council's (ELCC) standards for educational leadership. For your final assignment, you will write three reflective essays relating to how the content in this course has aligned to these standards and which of the topics covered will be most relevant to you as a school administrator. By giving your responses to the questions that follow, you will:

- record what you have learned in this course.
- reflect on its significance in your professional life.
- develop a plan to further increase your knowledge and skills.

Follow These Steps

1. Reflect upon what you have learned in this course that correlates with Educational Leadership Constituent Council (ELCC) Standards 2, 5, and 6.
2. Assume a school leadership role, either as an administrator or a teacher leader. From that vantage point, record your reflection in the form of three 150-word journal entries.
3. Use the guiding questions in each section to stimulate your thinking and guide your writing.
4. Write reflectively instead of in question-and-answer style, and follow the guidelines for writing listed in each section.

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Rubric

Use this rubric to guide your work.

| | Accomplished | Proficient | Needs Improvement |
|--------------------|---|--|---|
| Reflections | Student summarizes course learning by providing thorough responses to each Reflection section of the guiding questions provided. (9 points) | Student summarizes course learning by providing responses to 2 Reflection sections of the guiding questions provided. (6 points) | Student summarizes course learning by providing responses to 1 Reflection section of the guiding questions provided. (3 points) |
| Mechanics | No errors in grammar, spelling, or punctuation. (1 point) | | Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation. (0 points) |

Reflection One: Educational Leadership Constituent Council Standard 2

“ELCC Standard 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- Standard 2.1: Promote Positive School Culture
- Standard 2.2: Provide Effective Instructional Program
- Standard 2.3: Manage Resources”

• How will the information provided in this course help you provide effective curriculum and instruction on a school campus?

• Which of the curriculum management topics discussed in this course is most relevant to you as a school administrator? Why?

• How will the information presented in this course help you work more effectively with staff to implement quality curriculum and instruction?

• How will the knowledge you gained in this course better help students at your campus achieve at higher levels?

As a technology specialist, I am a firm believer that instruction drives technology. In this course I investigated curriculum. I work at a school that has very high expectations for their students. We do not just want our children to pass tests but to truly succeed on assessments.

Curriculum should be driven by data. During week 1 assignment 1, I reviewed AIES data from 2010. I realized that our students do very well on the TAKS test. In almost all areas and populations, more than 99% of students passed with at least 75% of students being commended in all areas. The only part that showed an area of need was in writing. 77% were commended in 2010 whereas 92% were commended in 2009. The Campus Improvement Plan indicates that by 2011, 90% of students will score commended on the TAKS.

With that data in hand, I decided to work with fourth grade teachers in increasing writing fluency with the use of online forums. I ensured that the professional development session I created worked through the areas indicated in the APA learner centered psychological principals (1997). The teachers will use a “hands on” approach to learning forums. During their training they will utilize the forum themselves while brainstorming ideas to utilize forums with their students.

Using data to help drive instruction is important in the classroom as well as during professional development. We must use these data based decision making skills to successfully implement curriculum objectives.

Learner-centered psychological principles: a framework for school reform and redesign.

(1997). *American Psychological Association.*, Retrieved from

<http://www.alamo.edu/sac/murguia/docs/resources/14%20LCPsdoc.pdf>

Reflection Two: Educational Leadership Constituent Council Standard 5

“ELCC Standard 5: Candidates who complete the program are educational leaders who have knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

- Standard 5.1: Acts with Integrity
- Standard 5.2: Acts Fairly”

- **What did you learn in this course about collaboration and the building of trust?**
- **How will you relate your knowledge of curriculum management to staff members working at your school?**
- **What are examples of ethical decisions that you envision yourself having to make as you implement change initiatives related to curriculum and instruction in a campus learning environment?**
- **What guiding principles will you follow to ensure that you act fairly and with integrity?**

Collaboration is a wonderful way to find solutions as problems occur. Collaborating takes the power away from one person and allows new ideas to be considered. When we work only by ourselves, we sometimes get lost in our own ideas and need others to show us different ways. I find if I don't collaborate then my training becomes redundant. When working with different personalities, results can only be different.

Living in the 21st century has created many different ways to collaborate. We no longer only have the option of meeting face to face. I have used Wikispaces and Moodle forums to collaborate with colleagues in a written environment. Personally, I have utilized Tok Box, Skype, Adobe Connect, and Webex to work “face to face.” I recently collaborated with a teacher in India to train her on Moodle where I shared my desktop so she could understand the Moodle software easier. This helped us to share ideas concerning our lesson on how life in India is similar and different to the way of life of children in the US. Collaboration is limited only to our imaginations.

My philosophy of curriculum is based on a learner centered approach. We must differentiate our instruction to benefit every child. Using data based decision making helps create an atmosphere where the teacher understands the areas that the students need more focus. It is important to use many different types of assessments. TAKS cannot be the only deciding factor. Teachers must use quantitative and qualitative assessments to make qualified data decisions. Teachers need to use the district assessments in a manner that helps make decisions.

We must use data based decisions to help create a successful curriculum. I have known teachers who have a curriculum but must deliver the same lessons on the same day for years. As an educational leader, I will work with all teachers but specifically those teachers who need

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alter their own philosophy to incorporate the importance of data based decision making into their classrooms to ensure curriculum is being delivered successfully.

Reflection Three: Educational Leadership Constituent Council Standard 6

“ELCC Standard 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- Standard 6.3: Influence the Larger Context”

- **In the area of curriculum management, what is the relationship between campus-level leaders, school district leadership, and state leadership? How will those relationships affect your day-to-day duties as an administrator?**
- **What steps can you take to become an instructional leader beyond your school, and how can you influence decision-making at the district or even state levels about curriculum and instruction?**

During this course I have learned many new concepts but specifically about the Texas Education Agency (TEA) Learning System. This system establishes the Texas Essential Knowledge and Skills (TEKS) which guides our curriculum. The TEA and TEKS are at the state level and guides us at the district and campus levels. Following the state level, we have our school boards which dictate the curriculum expectation and terms by which the Superintendent and district leaders create the district curriculum. The district curriculum will specify the instructional implementation that should occur throughout the entire district.

As a technology specialist on a campus, I help the district create curriculum decisions in the area of technology. I also work with my campus principal creating campus level decisions. On a daily basis I work one-on-one with teachers to help support them with the changes that occur in the curriculum and assist them in the use of technology within the curriculum. I must ensure I help teachers accurately utilize the campus improvement plan (CIP) to ensure student success. I also must ensure that the technology aspect of the CIP accurately depicts the needs of the campus and current trends.

It is important that the district is aware that the campus leader is dedicated to the success of their campus. As Dr. Arterbury stated in the Week 5 lecture, “The key is for the principal to develop credibility with the central office administration as a person committed to student learning and one who manages a goal-driven budget. A campus leader develops this credibility by demonstrating the ability to make sound decisions about personnel needs and to work with central office to channel funds toward data-evidenced need.”

I have also recently become a member of the steering committee for the regional Texas Computer Education Association (TCEA) and my mentor is the president-elect of TCEA. Working so closely with state and local level committees helps ensure that I am actively involved in the decision making for the state.